



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12381644
SAU: MSAD 44
School: Crescent Park School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

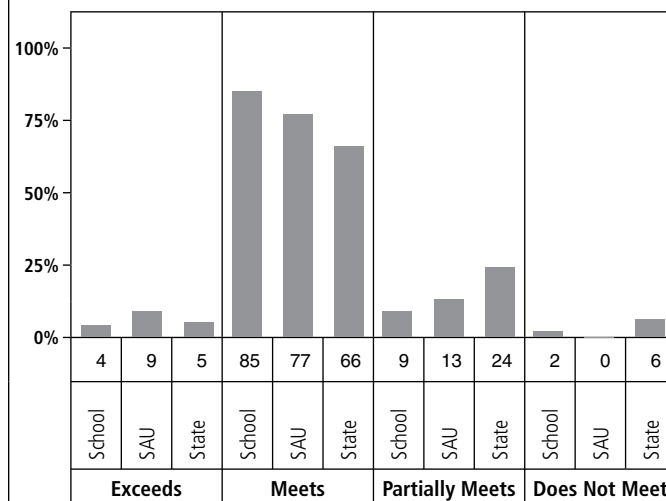
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

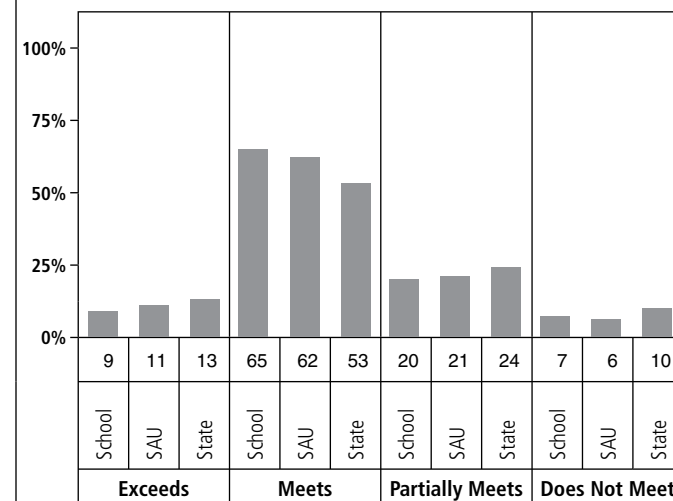
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	446	448	445
2007–2008	444	444	445
2008–2009	449	450	446
Cum. Avg.*	446	447	445
Mathematics			
2006–2007	442	447	445
2007–2008	443	444	445
2008–2009	445	447	446
Cum. Avg.*	443	446	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	46	100	53	100	13805	100	46	100	53	100	13737	100	46	100	53	100	13746	100						
Ethnicity African American/Black	1	2	2	4	419	3	1	100	2	100	410	98	1	100	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	45	98	51	96	12883	93	45	100	51	100	12832	100	45	100	51	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	6	13	6	11	2383	17	6	100	6	100	2366	100	6	100	6	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	23	50	22	42	5819	42	23	100	22	100	5782	99	23	100	22	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	44	96	49	92	10439	76	44	96	49	92	10471	76						
Identified disability (PET/IEP)	4	9	4	8	351	3	4	9	4	8	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	2	4	4	8	3142	23	2	4	4	8	3138	23						
Identified disability (PET/IEP)	2	100	2	50	1860	59	2	100	2	50	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	2	50	1060	34	0	0	2	50	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	3	6	3	5	507	4
	2007-2008	1	2	1	2	559	4
	2008-2009	2	4	5	9	672	5
	Cum. Total*	6	4	9	5	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	35	71	42	74	8749	63
	2007-2008	26	54	39	61	8308	59
	2008-2009	39	85	41	77	8917	66
	Cum. Total*	100	70	122	70	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	7	14	9	16	3467	25
	2007-2008	16	33	19	30	3922	28
	2008-2009	4	9	7	13	3241	24
	Cum. Total*	27	19	35	20	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	4	8	3	5	1165	8
	2007-2008	5	10	5	8	1264	9
	2008-2009	1	2	0	0	751	6
	Cum. Total*	10	7	8	5	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	34.3	71.5	34.5	71.9	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	17.5	72.9	17.9	74.6	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.8	70.0	16.6	69.2	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	2	4	39	85	4	9	1	2	449	53	9	77	13	0	450	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	45	2	4	38	84	4	9	1	2	449	51	10	76	14	0	450	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	3	50	2	33	1	17	438	6	17	33	50	0	445	2211	1	39	42	18	439
No	40	2	5	36	90	2	5	0	0	451	47	9	83	9	0	450	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	46	2	4	39	85	4	9	1	2	449	53	9	77	13	0	450	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	23	0	0	21	91	1	4	1	4	448	22	5	86	9	0	448	5677	2	57	32	9	443
No	23	2	9	18	78	3	13	0	0	451	31	13	71	16	0	451	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	46	2	4	39	85	4	9	1	2	449	53	9	77	13	0	450	13575	5	66	24	6	446
Gender																						
Female	23	2	9	19	83	2	9	0	0	452	24	8	75	17	0	451	6580	7	68	21	5	448
Male	23	0	0	20	87	2	9	1	4	447	29	10	79	10	0	449	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	16	84	2	11	1	5	446	12	0	83	17	0	447	2127	1	48	42	9	441
No	27	2	7	23	85	2	7	0	0	452	41	12	76	12	0	451	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	46	2	4	39	85	4	9	1	2	449	53	9	77	13	0	450	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	458	2	100	0	0	0	462	4	2	45	36	17	441
B. less than one hour	78	2	6	30	83	3	8	1	3	449	77	10	78	12	0	450	75	5	67	23	4	447
C. one to two hours	17	0	0	7	88	1	13	0	0	448	17	0	78	22	0	446	18	5	67	23	5	447
D. more than two hours	2	0	0	1	100	0	0	0	0	446	4	0	100	0	0	445	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	2	10	17	81	2	10	0	0	452	55	17	72	10	0	452	40	8	71	17	4	449
B. good	46	0	0	19	90	2	10	0	0	449	36	0	79	21	0	447	45	3	66	25	5	446
C. fair	9	0	0	3	75	0	0	1	25	439	8	0	100	0	0	448	13	1	54	35	10	442
D. poor	0										2	0	100	0	0	444	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	43	1	5	17	85	2	10	0	0	451	40	10	81	10	0	450	31	8	69	19	4	448
B. They match some of what I have learned.	46	1	5	17	81	2	10	1	5	447	45	8	75	17	0	450	53	4	68	23	4	447
C. They match just a little of what I have learned.	9	0	0	4	100	0	0	0	0	454	9	20	80	0	0	453	11	2	54	35	10	442
D. There is no match.	2	0	0	1	100	0	0	0	0	446	6	0	67	33	0	443	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	2	40	3	60	0	0	443	11	17	17	67	0	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	65	2	7	26	87	1	3	1	3	450	60	13	78	9	0	452	63	6	69	22	4	447
C. easier than my regular schoolwork	24	0	0	11	100	0	0	0	0	450	28	0	100	0	0	448	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	7	0	0	2	67	1	33	0	0	443	8	25	25	50	0	447	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	50	1	4	21	91	1	4	0	0	451	43	9	83	9	0	451	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	43	1	5	16	80	2	10	1	5	448	49	8	81	12	0	449	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	30	1	7	13	93	0	0	0	0	452	28	13	80	7	0	452	21	8	68	19	5	448
B. 20 minutes to an hour	65	1	3	24	80	4	13	1	3	448	62	6	79	15	0	449	55	5	70	21	4	447
C. less than 20 minutes	2	0	0	1	100	0	0	0	0	452	4	0	100	0	0	449	13	2	57	33	8	443
D. I rarely read at home.	2	0	0	1	100	0	0	0	0	452	6	33	33	33	0	448	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	0	0	11	100	0	0	0	0	451	28	0	80	20	0	448	25	3	59	30	8	444
B. six to ten pages	23	1	10	8	80	0	0	1	10	446	25	23	77	0	0	451	24	4	64	26	6	445
C. eleven or more pages	51	1	5	17	77	4	18	0	0	450	47	8	76	16	0	450	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	440	100	0	0	100	0	440						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	2	4	6	11	1054	8
	2007-2008	2	4	5	8	1321	9
	2008-2009	4	9	6	11	1712	13
	Cum. Total*	8	6	17	10	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	26	53	34	60	7394	53
	2007-2008	24	50	29	45	7079	51
	2008-2009	30	65	33	62	7270	53
	Cum. Total*	80	56	96	55	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	11	22	11	19	3729	27
	2007-2008	17	35	23	36	3955	28
	2008-2009	9	20	11	21	3219	24
	Cum. Total*	37	26	45	26	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	10	20	6	11	1735	12
	2007-2008	5	10	7	11	1642	12
	2008-2009	3	7	3	6	1408	10
	Cum. Total*	18	13	16	9	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.9	62.3	30.9	64.4	30.8	64.2
A. Number	20	42	12.0	60.0	12.4	62.0	12.5	62.5
B. Data	8	17	5.4	67.5	5.5	68.8	5.3	66.3
C. Geometry	10	21	6.1	61.0	6.3	63.0	6.5	65.0
D. Algebra	10	21	6.5	65.0	6.6	66.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 44
 School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	4	9	30	65	9	20	3	7	445	53	11	62	21	6	447	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	45	4	9	29	64	9	20	3	7	445	51	12	61	22	6	446	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	428	6	0	33	50	17	435	2227	3	34	33	30	437
No	40	4	10	29	73	6	15	1	3	448	47	13	66	17	4	448	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	46	4	9	30	65	9	20	3	7	445	53	11	62	21	6	447	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	23	2	9	15	65	4	17	2	9	442	22	5	73	18	5	444	5704	6	48	30	16	442
No	23	2	9	15	65	5	22	1	4	448	31	16	55	23	6	448	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	46	4	9	30	65	9	20	3	7	445	53	11	62	21	6	447	13603	13	53	24	10	446
Gender																						
Female	23	1	4	16	70	5	22	1	4	445	24	8	71	17	4	446	6591	12	54	24	11	446
Male	23	3	13	14	61	4	17	2	9	446	29	14	55	24	7	447	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	11	58	5	26	3	16	438	12	0	67	17	17	440	2131	3	41	38	18	440
No	27	4	15	19	70	4	15	0	0	450	41	15	61	22	2	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	46	4	9	30	65	9	20	3	7	445	53	11	62	21	6	447	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 44
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 78 17 2	0 4 0 0	0 11 0 0	1 23 5 1	100 64 63 100	0 6 3 0	0 17 38 0	0 3 0 0	0 8 0 0	446 445 444 450	2 77 17 4	0 15 0 0	100 63 56 50	0 17 44 0	0 5 0 50	450 448 442 438	4 75 18 2	4 13 12 7	37 55 54 39	30 23 24 29	28 9 10 25	438 447 446 440
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	43 37 17 2	3 1 0 0	15 6 0 0	13 10 7 0	65 59 88 0	3 5 0 1	15 29 0 100	1 1 0 0	5 6 13 0	449 443 441 436	51 38 9 2	15 10 0 0	70 45 100 0	11 40 0 0	4 5 0 100	450 443 448 426	37 45 14 3	22 9 3 2	56 56 46 33	16 25 34 35	7 9 17 29	451 446 440 436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 50 13 2	3 0 1 0	19 0 17 0	10 18 2 0	63 78 33 0	2 3 3 1	13 13 50 100	1 2 0 0	6 9 0 0	450 443 442 432	36 53 8 4	16 11 0 0	58 71 50 0	21 11 50 100	5 7 0 0	448 448 440 433	35 51 10 4	19 11 5 3	56 56 43 26	19 25 31 33	7 8 21 37	450 446 440 434
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	11 78 11	0 2 2	0 6 40	2 25 2	40 71 40	1 7 1	20 20 20	2 1 0	40 3 0	427 446 454	13 71 15	0 8 38	57 65 50	29 22 13	14 5 0	437 447 454	17 62 21	5 13 18	44 57 53	31 23 19	20 7 10	441 448 449
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	7 49 33 11	0 3 1 0	0 14 7 0	1 14 10 4	33 64 67 80	1 3 4 1	33 14 27 20	1 2 0 0	33 9 0 0	428 446 446 446	8 44 40 8	0 9 19 0	50 57 62 100	25 26 19 0	25 9 0 0	438 444 450 449	7 25 38 30	6 7 14 18	36 52 56 56	32 28 22 19	27 12 8 7	438 444 448 449
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	2 2 28 67	0 0 1 3	0 0 8 10	0 1 9 20	0 100 69 65	1 0 2 6	100 0 15 19	0 0 1 2	0 0 8 6	436 444 445 445	2 4 21 74	0 0 0 15	100 100 82 54	0 0 18 23	0 0 0 8	446 447 447 446	3 12 32 53	4 13 15 11	36 51 58 53	31 26 20 25	28 10 7 11	438 446 449 446
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	13 28 35 24	0 1 1 2	0 8 6 18	6 7 13 4	100 54 81 36	0 4 2 3	0 31 13 27	0 1 0 2	0 8 0 18	448 444 446 443	11 23 32 34	0 8 12 17	100 75 76 28	0 17 12 39	0 0 0 17	448 451 448 442	26 32 26 17	12 14 13 9	50 57 56 50	25 21 22 27	13 7 8 13	445 448 448 444
Optional school/SAU question A. B. C. D.	0 0 0 100			1	100	0	0	0	0	454	0 0 0 100	0 0 0 0	100	0	0	454						

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